

January 2002



Social Studies 33

Grade 12 Diploma Examination





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January 2002

Social Studies 33

Grade 12 Diploma Examination

Description

This examination consists of

- 60 multiple-choice questions, worth 60% of the total mark
- 4 writing assignments, each worth 10 marks, for a total of 40% of the total mark

Time: This examination was developed to be completed in 2 ½ hours; however, you may take an additional ½ hour to complete the examination.

Instructions

Multiple Choice

- On the answer sheet provided, use **only** an **HB** pencil to mark the correct or best answer for each question. Fill in the circle that corresponds to your answer. For example:

The currency used in Canada is the

- A. peso
- B. mark
- C. dollar
- D. pound

Answer Sheet

- (A) (B) (C) (D)

- Mark only one answer for each question.
- If you change an answer, erase your first answer completely.
- Answer all questions.

Writing Assignments

- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

Recommendation: The multiple-choice questions and source material that precede each writing assignment may assist you in composing your written work. Read each writing assignment **before** you complete the related questions.

Evaluation: Your writing assignments will be evaluated for

- Ideas and Support
- Communication of Ideas

Additional Instructions for Students Using Word Processors

- Format your work using an easy-to-read 12-point or larger font such as Times.
- Double-space your final copy.
- Staple your final printed work to the page indicated for word-processed work for each section. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

Do not write your name anywhere in this booklet.

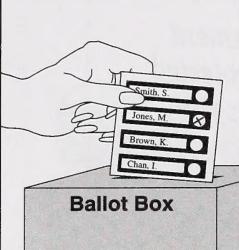
Feel free to make corrections and revisions directly on your written work.



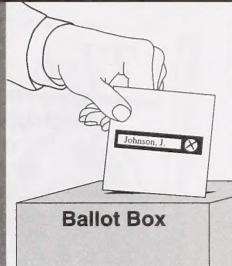
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Section One: Political Systems



The roles of citizens in a democracy are very different from the roles of citizens in a dictatorship.



Questions 1 to 15 and Writing Assignment I focus on political systems and issues.

1. A fundamental purpose of state-organized youth groups in Adolf Hitler's Germany was to
 - A. create a new generation of Germans dedicated to Nazi beliefs
 - B. encourage cooperation among youths with different racial backgrounds
 - C. establish a true separation of political powers within Germany's government
 - D. demonstrate that the Nazi government was tolerant of alternative political movements

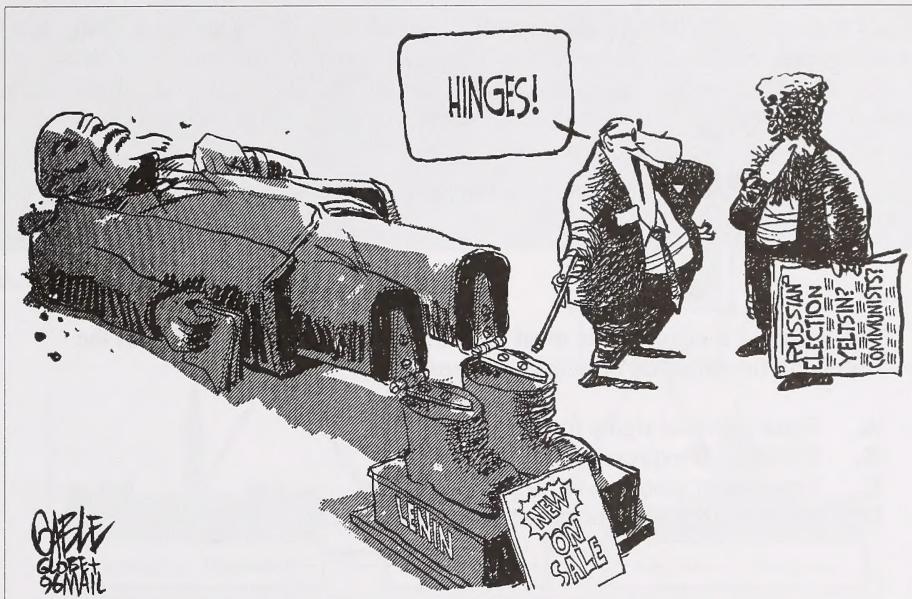
2. In a democracy, the central purpose of lobbyists and pressure groups is to
 - A. defend the government from unfair criticism by opposition parties
 - B. represent special concerns in an effort to influence political decisions
 - C. ensure that the media reports on political affairs without showing political bias
 - D. encourage the government to ignore demands of vocal, powerful groups of citizens

Use the following newspaper headlines to answer question 3.



3. Which newspaper's headline focuses on the democratic principle of a separation of powers between the judicial and legislative branches of government?
- A. *The Leader*
 - B. *The Daily*
 - C. *The Times*
 - D. *The Herald*
-
4. Adolf Hitler opposed democratic forms of government because he believed that democracy
- A. restricted the powers of society's natural leaders
 - B. prevented the protection of civil rights and freedoms
 - C. allowed right-wing extremists to gain control of government
 - D. created laws too rapidly for their consequences to be considered

Use the following cartoon to answer questions 5 and 6.



—from *Best Editorial Cartoons of the Year*

5. The cartoon focuses on an issue related to the
 - A. emergence of a communist state in Russia during the First World War
 - B. brutality of communist rule during Stalin's leadership
 - C. lack of voter choice in Soviet politics in the 1970s
 - D. unstable nature of Russian politics in the 1990s

6. Which of the following generalizations about the nature of politics does the cartoon reinforce?
 - A. It cannot be assumed that an ideology will be rejected permanently.
 - B. It is necessary for dictatorships to rely on force and terror to stay in control.
 - C. Democratic systems of government usually create a stable political environment.
 - D. Political leaders focus on promoting a positive image of themselves to the public.

Use the following excerpt to answer question 7.

What is democracy? The concept is neatly summed up in the Greek roots of the word: *demos* (people) and *kratia* (power). But to conceptualize it fully, you must also conceptualize “the people” as *all* the people: not just the affluent people, the educated people, the white people, the people with whom you share a religion or some other characteristic.

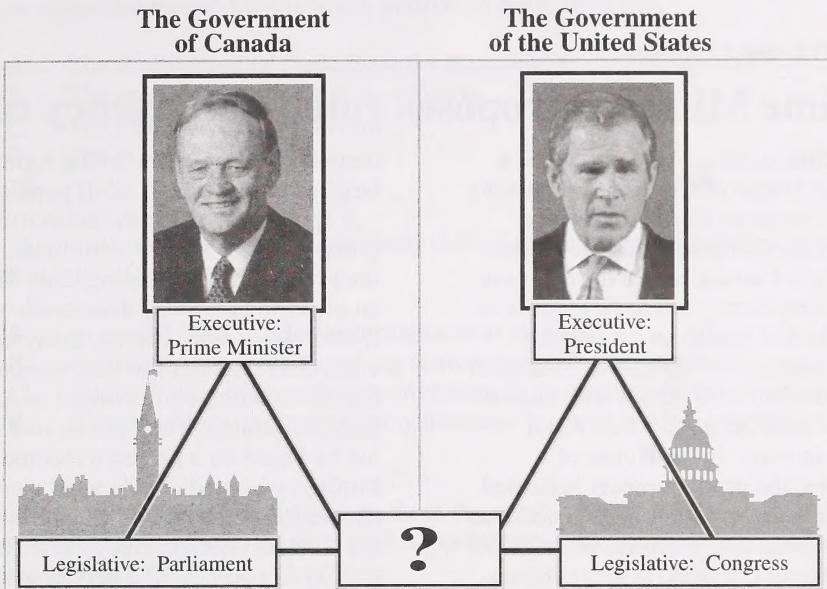
Often, those who clamour for “power to the people” really mean “power to *our* people.”

—from *Royal Bank Letter*

7. The writer of this excerpt is **most** concerned with protecting which of the following fundamental principles of democracy?
 - A. Equal political rights for all citizens
 - B. Freedom of expression for the media
 - C. Freedom of association for protest groups
 - D. Secret ballots for all citizens during federal elections

8. The way in which Soviet communism and Nazi fascism **most clearly** differed was related to the
 - A. creation of one-party political systems
 - B. organization of youth movements
 - C. emphasis on racial inequality
 - D. use of secret police forces
9. The belief that social change should occur at a steady, gradual rate is associated with people considered to be political
 - A. radicals
 - B. moderates
 - C. anarchists
 - D. reactionaries

Use the following diagram to answer question 10.



10. Which of the following labels completes the diagram?

- A. Provincial: Lieutenant Governor
- B. Media: The Free Press
- C. Judicial: Supreme Court
- D. Head of State: Governor General

-
11. *The people will more easily believe a big lie than a small one.*

This claim **best** supports the belief that in a dictatorship, control is maintained by

- A. threatening or using force
- B. preparing the nation for war
- C. indoctrinating through propaganda
- D. demonstrating national and cultural unity

12. Most governments, whether democratic or dictatorial, strive to prevent rebellion and violent disorder by

- A. establishing internal security forces
- B. giving in to the demands of political activists
- C. holding fair and competitive periodic elections
- D. arresting and imprisoning known critics of the state

*Use the following fictitious newspaper article to answer questions 13 to 15
and to respond to Writing Assignment I on page 8.*

A2 THE DAILY HERALD

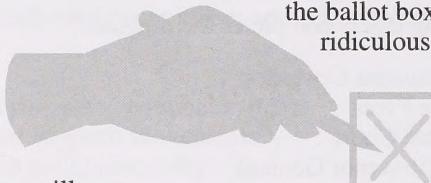
Prime Minister proposes voter competency test

The prime minister has introduced a bill in the House of Commons proposing a major change to Canada's election laws. Under this proposed legislation, all voters in Canada would have to pass a voter competency test to be eligible to vote. The test would be a multiple-choice examination administered at each polling station. Only those who passed the test would be given a ballot and allowed to vote. In the House of Commons, the prime minister indicated that such a test would "contain questions indicating whether potential voters know enough about Canadian political issues to cast a responsible vote." The prime minister justified the proposal by arguing that "people vote without even understanding the major issues facing the nation. This new law will encourage citizens to become informed about the political affairs of the nation. Having better-informed voters will strengthen Canadian democracy."

The leader of the Opposition immediately attacked the proposal stating that "the proposed legislation is an insult to Canadians and a threat to democracy. What the prime minister wants to do is limit democratic rights to an elite group. If this legislation is passed, the government will take the right to vote away from thousands of citizens. A nation cannot be a true

democracy if it denies voting rights to a large proportion of its adult population."

A spokesperson for the antipoverty group *A Better Future* also condemned the proposal by suggesting that "This is an effort to take away democratic rights from low-income citizens, many of whom have neither the time nor the money to become fully aware of national political affairs. The right to vote should not be based on a person's income. Further, who will decide what questions should be on the test, or what proportion must be answered correctly in order to qualify to vote? Will a person who has one wrong answer be turned away from the ballot box? The whole idea is ridiculous!"


Reaction to the proposed legislation was much more favourable from the lobby group *Canadians for Responsible Citizenship*.

The chairperson of the group called the proposed legislation "a step in the right direction. For years, we have been calling on the government to create a law that would ensure that people who vote know something about political affairs. This proposal offers the best solution to this long-standing problem. The best democracy is one in which people make informed choices."

Politicians and the media are expecting to hear from many citizens in response to the proposal.

13. Which person quoted in the article suggests that the proposed legislation represents an economic issue?
- A. The chairperson of *Canadians for Responsible Citizenship*
 - B. The spokesperson for *A Better Future*
 - C. The leader of the Opposition
 - D. The prime minister
14. The prime minister would **most likely** defend the proposed legislation by arguing that it would lead to
- A. increased costs in administering federal elections
 - B. increased time spent at polling stations by potential voters
 - C. greater public interest and involvement in the nation's political affairs
 - D. greater political influence being assumed by news media corporations
15. Which of the following quotations from the article offers an opinion that would **most likely** be agreed upon by both supporters and opponents of the proposed legislation?
- A. “‘Having better-informed voters will strengthen Canadian democracy’”
 - B. “‘the proposed legislation is an insult to Canadians and a threat to democracy’”
 - C. “‘This [proposal] is an effort to take away democratic rights from low-income citizens’”
 - D. “‘This proposal offers the best solution to this long-standing problem’”

Writing Assignment I

Suggested time: 15–20 minutes

The fictitious newspaper article on page 6 presents several opinions about a proposed reform to Canada’s election laws.

Do you agree with the proposed legislation requiring citizens to pass a voter competency test?

Write an editorial for a newspaper in which you

- **explain** your position about the proposed legislation
- **give reasons** to support your position

Reminders for Writing

- **Remember** that the questions in Section One and the newspaper article on page 6 may contain information that could help you write your editorial.
- **Plan** your editorial.
- **Organize** your ideas and support.
- **Use blue or black ink** for your written work.
- **Correct** any errors that you find in your writing.

Planning

If you are using a word processor, staple your finished work here.
You may make corrections directly on your printed page(s).

Written Work

EDITORIAL

Continued

Written Work

This is the end of Section One.

Section Two: Economic Systems



Questions 16 to 30 and Writing Assignment II focus on economic systems and issues.

16. An entrepreneur starting a new business would be **most** encouraged by an economic forecast predicting
 - A. a rise in the unemployment rate
 - B. a decrease in bank interest rates
 - C. the beginning of an economic recession
 - D. an increase in personal income tax rates
17. A major difference in the economic ideologies of Canada and the United States relates to the extent of government involvement in the
 - A. negotiation of free trade agreements
 - B. production of manufactured goods
 - C. provision of health-care services
 - D. ownership of retail businesses
18. In the 1970s, the greatest degree of private enterprise tolerated by the Soviet Union was in the production and marketing of
 - A. medical services
 - B. military hardware
 - C. agricultural produce
 - D. household appliances

Use the following chart to answer questions 19 and 20.

	Government ownership of economic production	Government control of economic production decisions	Government support of social welfare	Government provision of health care and education
Nation I	M	H	H	H
Nation II	L	L	M	H
Nation III	L	M	M	H
Nation IV	L	L	L	M

Legend: H=High M=Moderate L=Limited

19. According to the chart, which two nations have the **greatest** differences in their approaches to economic planning?
- A. Nation I and Nation II
 - B. Nation I and Nation IV
 - C. Nation II and Nation III
 - D. Nation III and Nation IV
20. Which nation **most strongly** encourages its citizens to be self-reliant and competitive?
- A. Nation I
 - B. Nation II
 - C. Nation III
 - D. Nation IV

21. A critic of corporate downsizing would argue that worker layoffs ultimately lead to
- A. increased prices for consumer goods and services
 - B. reduced consumer spending in the marketplace
 - C. increased rates of national economic growth
 - D. reduced salaries for corporate executives
22. A fundamental goal of democratic socialist states, such as Sweden, is to ensure that
- A. private enterprise can operate in a market free from government regulation
 - B. the power of labour unions is reduced to prevent strikes and unrest
 - C. as many citizens as possible enjoy an acceptable standard of living
 - D. government planners make most important economic decisions

Use the following quotation to answer question 23.

Capitalism is a system under which man exploits man.
Under communism, it's the other way around.

—U Thant, former UN Secretary General

—from *Canadian Microeconomics*

23. This quotation suggests that capitalist and communist economic systems are equally guilty of
- A. abusing human labour
 - B. overtaxing the wealthy
 - C. destroying the environment
 - D. limiting conditions for economic growth

Use the following chart to answer questions 24 to 26.

Nation X: The Economic News	
The Good News	The Bad News
<ul style="list-style-type: none">• Unemployment rates are low (6%) and are declining• Government debt levels are being reduced rapidly• Many corporations are relocating head offices to Nation X• Corporate profits are at record high levels• Inflation rates are low• Lending rates for bank loans are low• The value of shares traded on the stock market is growing at a high rate• The economy is growing annually at a high rate• The value of exported goods and services is well above the value of imported goods and services	<ul style="list-style-type: none">• Public health care and education are suffering from reduced government funding• Child poverty rates are approximately 25% and rising• Real wages for workers are not keeping up, on average, with the rate of inflation• Environmental damage is increasing as a result of reduced regulation of industrial practices• The income gap between the richest segments and the poorest segments of the population is widening• Government-provided social services previously available to those in need have been drastically reduced

24. Which of the following conclusions is supported by the information in the chart?
- A. A nation must be rich in natural resources in order to become wealthy.
- B. Only with heavy government regulation can an economy experience rapid growth.
- C. It is difficult for government to eliminate all economic problems faced by a nation.
- D. An economic system will be successful and prosper only if it avoids reform or change.

25. Which of the following ideological shifts is most likely to have occurred in Nation X to create the economic situation described in the chart?
- A. A shift from a free market economy to a more centrally planned economy
 - B. A shift from a capitalist-oriented mixed economy to a communist-oriented economy
 - C. A shift from a moderate mixed economy to a more free market-oriented economy
 - D. A shift from a highly centrally planned economy to a socialist-oriented mixed economy
26. Which of the following actions would a democratic socialist **most likely** recommend as a means of reducing some of the problems listed in the chart?
- A. Increased taxation of corporations and high-income earners to more fully fund government social programs
 - B. Violent revolution by the working class to seize control of the nation's businesses and industries
 - C. Further government deregulation of the economy to encourage the emergence of more business opportunities for individuals
 - D. Banning labour unions and strikes to prevent economic downturns caused by worker unrest
-
27. The main reason that Mikhail Gorbachev introduced perestroika into the Soviet economy was to
- A. end government involvement in health and educational services
 - B. complete the agricultural collectivization begun by Josef Stalin
 - C. reduce foreign ownership of valuable natural resources
 - D. stimulate economic growth and technological innovation

28. In a free market economy, wages tend to decline when
- A. bank interest rates drop
 - B. unemployment rates are high
 - C. most workers belong to labour unions
 - D. the economy experiences rapid growth
29. During Franklin D. Roosevelt's presidency, most wealthy American business people viewed the economic policies of the New Deal as
- A. appropriate because they reduced government involvement in the economy
 - B. appropriate because they removed American trade barriers to foreign goods
 - C. not appropriate because they interfered with the operation of the free market
 - D. not appropriate because they reduced government spending on social programs

Use the following recipe to answer question 30.

Recipe for a Stalinist Economic System

Combine the following ingredients and mix well:

Ingredient I – Collectivized agricultural production

Ingredient II – Government-owned and -planned industrial production

Ingredient III – Tax breaks for privately owned retail stores

Ingredient IV – Government spending to improve literacy and health care

30. Which “ingredient” is **incorrectly** included in the above “recipe”?

- A. Ingredient I
- B. Ingredient II
- C. Ingredient III
- D. Ingredient IV

What are the advantages and disadvantages of a mixed economy?

Write a composition in which you

- **identify and explain** positive and negative aspects of a mixed economy
- **provide examples** to support your explanation

Reminders for Writing

- **Remember** that the questions in Section Two may contain information that could help you write your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Use blue or black ink** for your written work.
- **Correct** any errors that you find in your writing.

Planning

If you are using a word processor, staple your finished work here.
You may make corrections directly on your printed page(s).

Written Work

Continued

Written Work

This is the end of Section Two.

Section Three: The Interaction of Nations (1919 to 1945)

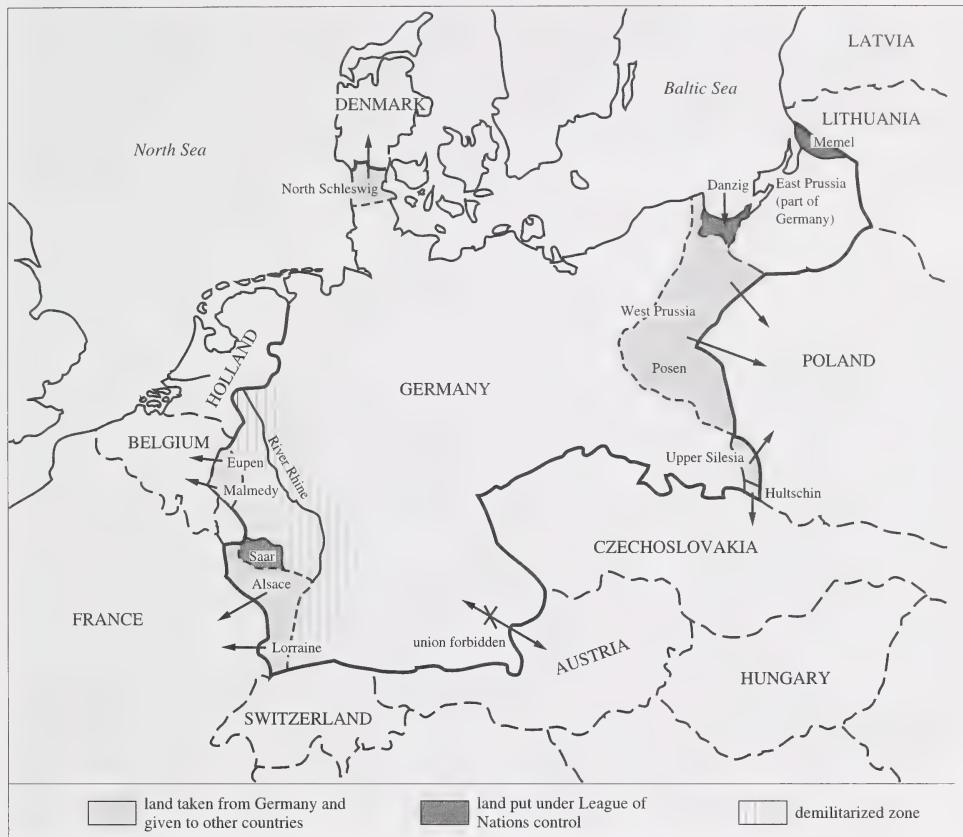
The Roaring Twenties
Black Tuesday—October 29, 1929
The Dirty Thirties
Hitler appointed Chancellor 1933
Spanish Civil War 1936–39
VE Day—May 8, 1945

Questions 31 to 40 and Writing Assignment III focus on the period between 1919 and 1945.

- 31.** From the French perspective, the treatment that Germany received as a result of the Treaty of Versailles was justified because Germany
 - A. had supported the imperialist expansion of Russia
 - B. was solely responsible for causing the First World War
 - C. ruthlessly suppressed democratic reforms within its borders
 - D. refused to negotiate a settlement based on Wilson's Fourteen Points

- 32.** American president Woodrow Wilson's call for self-determination for ethnic groups in Europe contributed directly to the
 - A. creation of Czechoslovakia and Poland
 - B. division of Germany into occupied zones
 - C. seizure of power by Benito Mussolini in Italy
 - D. victory of Bolshevik revolutionaries in Russia

Use the following map to answer question 33.



—from *The World Re-Made*

33. An appropriate title for the map is

- A. Nazi Germany Invades its Neighbours in 1939
- B. Expansion of Germany's Borders in the 1920s
- C. League of Nations Takes Control of Germany's Colonies
- D. Territorial Consequences of the Treaty of Versailles for Germany

34. Critics of the League of Nations have often accused the League of having

- A. favoured only the goals of the United States and other Great Powers
- B. lacked a method of permitting its members to voice their opinions freely
- C. failed in many of its attempts to use collective security to maintain peace
- D. used confrontation and armed force to stop aggression and resolve disputes

35. The construction of the Maginot Line in the 1930s revealed France's belief that
- A. Germany remained a potential aggressor
 - B. the United States would not remain a neutral nation
 - C. the League of Nations could preserve peace in Europe
 - D. Great Britain was seeking an alliance with the Soviet Union

Use the following quotation to answer question 36.

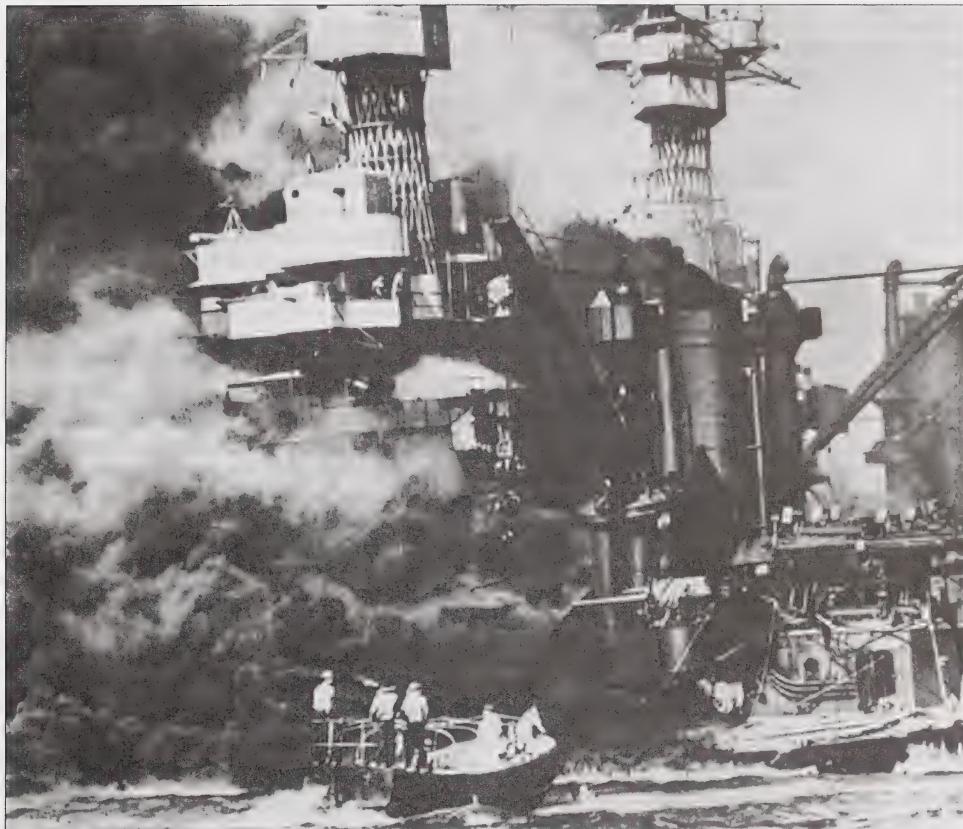


“No other possibility can be seen in Europe. . . . There is therefore no question of sparing Poland, and the decision remains to attack Poland at the first suitable opportunity.”

—quotation from *How and Why: The Second World War*

36. Before the attack referred to by Hitler, Germany had secretly agreed to divide Poland with
- A. Italy
 - B. France
 - C. Czechoslovakia
 - D. the Soviet Union

Use the following photograph to answer question 37.



December 7, 1941: Battleships burning after the raid on Pearl Harbor

—from *Twentieth Century History*

37. The **immediate** response of the United States to the event pictured above was to

- A. declare war on Japan
- B. order an invasion of Japan
- C. adopt an isolationist foreign policy
- D. drop an atomic bomb on Hiroshima

Use the following fictitious newspaper editorial to answer questions 38 to 40 and to focus your thoughts for Writing Assignment III on page 26.

A16 THE DAILY HERALD

EDITORIAL

The Nuremberg trials: a lesson for today

After the Second World War, the victorious Allies established a court in Nuremberg, Germany, which conducted criminal trials for Nazi leaders who were accused of war crimes. This criminal trial process was unique in history because it demonstrated that, even in times of war, there are limits to what can be judged acceptable. A number of Nazi leaders were tried, found guilty, and received sentences varying from time in prison to the death penalty. This “Nuremberg process” should be the model for dealing with war atrocities.

Many people believe that war is immoral, although it is in some cases justifiable. Nothing, however, can justify atrocities that occur in war.

During the Second World War, the Nazis did not simply seek to gain revenge or

territory; they also tried to create a “new order.” This new order was to be achieved primarily by the mass extermination of those people that the Nazis believed to be “unsuitable.” The Nazis waged war not only on other nations, but also on innocent human beings who were unable to defend themselves. These crimes against humanity resulted in a death toll far beyond imagination!

The Nuremberg process showed the world that those in political authority must be held accountable for their actions. Unfortunately, in the years since the Second World War, the world seems to have forgotten this lesson. Too often, leaders go unpunished because their crimes have been carried out within national borders. No one should be able to escape prosecution by hiding behind a national border or by using the excuse of national sovereignty. Criminal trials, like those at Nuremberg, should be held to try people who use political power as a tool to commit crimes against humanity. The world must remember the lessons of Nuremberg!



Nazi leaders on trial at Nuremberg

—photo from *On This Day*

38. A specific development of the Second World War that the writer refers to is the
- A. bombing of Pearl Harbor by Japanese forces
 - B. genocide of European Jews, Gypsies, and others
 - C. strategic bombing of various cities in Great Britain
 - D. blitzkrieg assaults on Poland, France, and the Soviet Union
39. Which of the following statements from the editorial is a statement of fact rather than of opinion?
- A. “This ‘Nuremberg process’ should be the model for dealing with war atrocities.”
 - B. “The Nazis waged war not only on other nations, but also on innocent human beings who were unable to defend themselves.”
 - C. “Too often, leaders go unpunished because their crimes have been carried out within national borders.”
 - D. “No one should be able to escape prosecution by hiding behind a national border or by using the excuse of national sovereignty.”
40. The writer argues that Nazi leaders deserved punishment because they
- A. took deliberate actions that violated accepted practices of war
 - B. took actions that continued a tradition of warfare dating back centuries
 - C. started the war and, in the end, were among the defeated national governments
 - D. sought revenge on those nations that had defeated Germany in the First World War

Do you agree with the writer’s conclusion that people in positions of power who commit crimes against humanity should be punished?

Write a letter to the editor in which you

- **explain** your opinion about punishing people in positions of power who commit crimes against humanity
- **give reasons** to support your opinion

Reminders for Writing

- **Remember** that the questions in Section Three and the editorial on page 24 may contain information that could help you write your letter.
- **Plan** your letter.
- **Organize** your ideas and support.
- **Use blue or black ink** for your written work.
- **Correct** any errors that you find in your writing.
- **Sign** your letter KELLY LEE.

Planning

If you are using a word processor, staple your finished work here.
You may make corrections directly on your printed page(s).

Written Work

To the Editor:

Continued

Written Work

This is the end of Section Three.

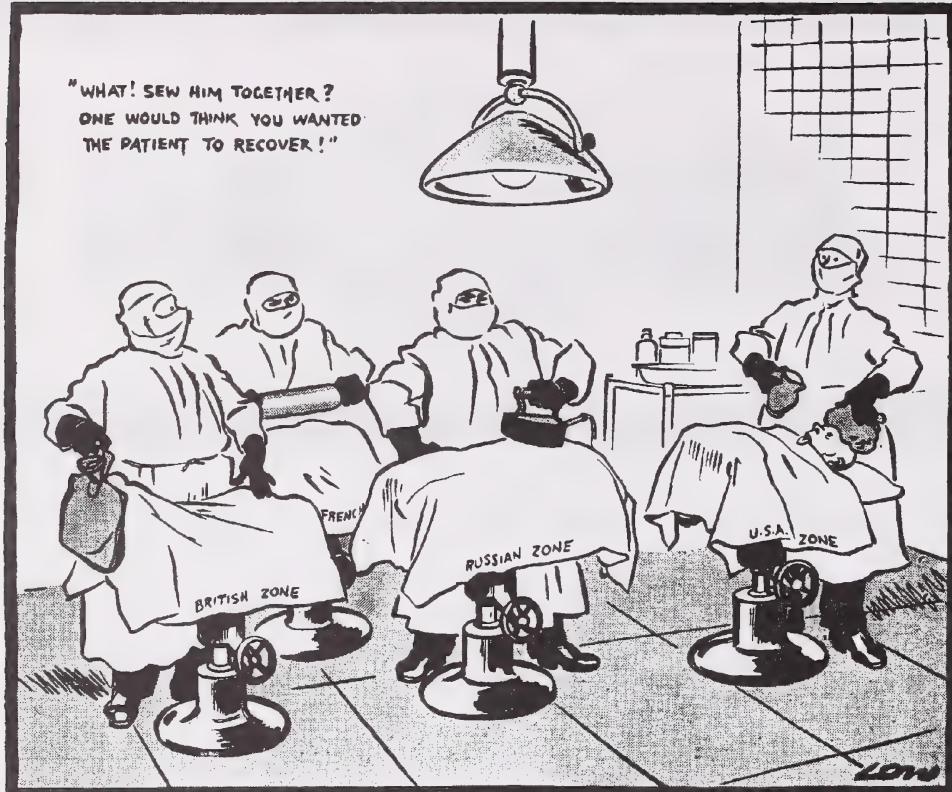
Section Four: The Cold War



Questions 41 to 50 focus on the Cold War period.

41. During the Cold War, the term “spheres of influence” referred to
- A. territories that maintained political neutrality
 - B. locations of United Nations’ peacekeeping operations
 - C. territories considered under the domination of a superpower
 - D. locations of important conferences attended by world leaders
42. A political motive for the American implementation of the Marshall Plan was to
- A. create a United Nations’ peacekeeping force in Europe
 - B. reduce the chance of communist expansion in war-torn Europe
 - C. promote greater cooperation with the government of the Soviet Union
 - D. pay for war damages caused as American forces liberated European nations

Use the following cartoon to answer questions 43 to 45.



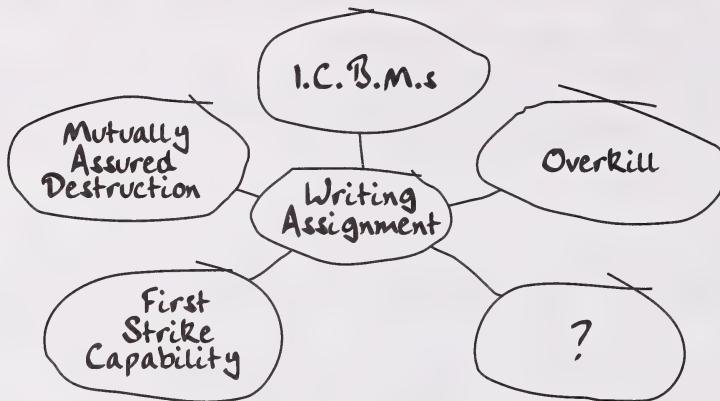
UNITED SURGERY IN EUROPE

—from *Low's Cartoon History 1945–1953*

43. The “patient” in the cartoon represents
- A. Japan
 - B. Germany
 - C. Eastern Europe
 - D. the Middle East
44. This cartoon is a commentary on the events leading to the
- A. Berlin Blockade and airlift
 - B. bombings of Hiroshima and Nagasaki
 - C. creation of the independent state of Israel
 - D. Soviet invasions of Hungary and Czechoslovakia

- 45.** The cartoonist suggests that, at the time depicted, Great Britain, France, the United States, and the Soviet Union were
- A. united by common ideological beliefs
 - B. cooperating in global humanitarian efforts
 - C. irritated by United Nations' interference in their national affairs
 - D. struggling with the decision about what to do with occupied territories
-
- 46.** What event of the 1960s led the American government to respond with a naval blockade and diplomatic threats?
- A. The crushing of an anti-communist uprising in Hungary
 - B. The building of a wall surrounding West Berlin
 - C. The placement of Soviet missiles in Cuba
 - D. The Soviet invasion of Afghanistan
- 47.** The primary reason for American involvement in Vietnam in the 1960s and early 1970s was to
- A. reduce tensions with the Soviet Union
 - B. halt the expansion of communist influence in Asia
 - C. satisfy the demands of a United Nations' resolution
 - D. improve economic conditions for Vietnamese peasants

A Social Studies 33 student created the following outline to prepare for a writing assignment.
Use this information to answer questions 48 and 49.



48. The student would **most likely** replace the question mark in the outline with the term
- A. Massive Retaliation
 - B. Collective Security
 - C. Internationalism
 - D. Détente
49. The student is **most likely** preparing to respond to which of the following questions?
- A. Which actions led Western nations to form the NATO alliance?
 - B. What military techniques were used by the Soviet Union when it invaded Hungary?
 - C. What power did the United Nations have to preserve peace during the Cold War?
 - D. How did nuclear weapons help prevent a war between the superpowers during the Cold War?
-
50. Soviet leader Mikhail Gorbachev's plan to reduce Cold War tensions involved efforts to
- A. force an American surrender by a Soviet victory in a global war
 - B. end communism and allow for Western control of the Soviet Union
 - C. destroy the alliance between the United States and its NATO partners
 - D. work cooperatively with the United States to reduce nuclear arsenals

Section Five: The Contemporary World



Questions 51 to 60 and Writing Assignment IV focus on issues of peace and security in the contemporary era.

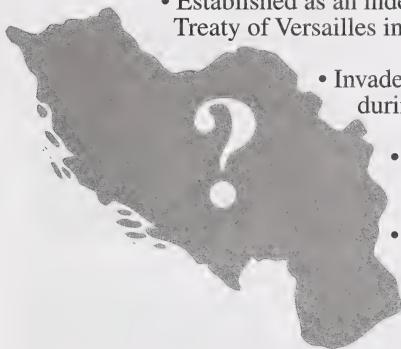
- 51.** Since the end of the Cold War, United Nations' efforts to preserve world peace have focused on
- A. stopping regional and civil conflicts
 - B. expanding existing military alliances
 - C. reducing funding for development projects
 - D. supplying less-powerful nations with modern weapons
- 52.** *Interdependence among nations is increasing.*
- Which of the following statements **best** supports this generalization?
- A. There are still many non-democratic nations in the world.
 - B. Many political analysts believe Cold War alliances should be disbanded.
 - C. The United Nations continues to operate despite a severe shortage of money.
 - D. Trade in goods and the exchange of technological ideas have expanded globally.

Use the following information to answer questions 53 and 54.



53. The campaign pledges shown above indicate that this candidate favours a foreign policy of increased
- containment
 - isolationism
 - deterrence
 - détente
54. Which of the following pledges is **most** consistent with those shown above?
- Establish binding international laws for all nations
 - Apply economic sanctions on nations violating human rights
 - Increase funding for government foreign assistance programs
 - Discourage international cultural and youth exchange programs
-
55. The European Union originated through the efforts of Member States to
- remove borders between Member States
 - create a western European nuclear military force
 - improve environmental conditions across Europe
 - encourage better trade relations among Member States

Use the following information to answer question 56.



- Established as an independent nation by the Treaty of Versailles in 1919
- Invaded and occupied by Nazi Germany during the Second World War
- Became a non-aligned communist nation after the Second World War
- Collapsed into ethnic warfare in the 1990s and broke into five separate nations

56. Which nation is described above?

- A. Czechoslovakia
 - B. Yugoslavia
 - C. Belgium
 - D. Poland
-

57. Human rights activists have expressed concern that increased economic globalization has led to

- A. a sharp drop in the standard of living for people in the developed world
- B. increased power being taken by international labour union organizations
- C. high costs for manufactured goods as a result of increased wages paid to labour forces
- D. the exploitation of labourers in developing nations by powerful multinational corporations

58. Voting in the General Assembly of the United Nations is based on the principle of

- A. regional power; each European member has a veto
- B. total population; more populous members have more votes
- C. equality; each member has one vote on all major resolutions
- D. political ideology; only democratic nations are allowed to vote

Use the following photographs to answer questions 59 and 60 and to focus your thoughts for Writing Assignment IV on page 37.

Photograph I



Soldiers at war in the 1990s.

—from *Chronicle of 20th Century Conflict*

Photograph II



The United Nations Security Council in session.

—from *Our world today*

- 59.** Taken together, the photographs could **best** be used in a report on the topic of methods that can be used to
- A. create global economic equality
 - B. resolve disputes between groups
 - C. insure protection of human rights
 - D. encourage democratic political reforms
- 60.** Which of the following generalizations is **most clearly** supported by the details of the two photographs?
- A. Superpower nations continue to dominate the international political scene.
 - B. International terrorist organizations continue to be a threat to global security.
 - C. Disagreement among groups may be settled with violence or through negotiations.
 - D. Nations may choose to form military alliances or remain neutral and non-aligned.

Writing Assignment IV

Suggested time: 15–20 minutes

What idea(s) do the photographs communicate to you about how nations may attempt to resolve conflicts in the contemporary world?

Write a composition in which you

- **identify and explain** the idea(s) conveyed by the photographs
- **support** your explanation by referring to details in the photographs and/or to your understanding of social studies

Reminders for Writing

- **Remember** that the questions in Section Five and the photographs on page 36 may contain information that could help you write your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Use blue or black ink** for your written work.
- **Correct** any errors that you find in your writing.

Planning

If you are using a word processor, staple your finished work here.
You may make corrections directly on your printed page(s).

Written Work

Continued

Written Work

This is the end of the examination. You may wish to review your multiple-choice answers and revise your written work.

Credits

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